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AUTHOR Green, Kathryn F.; And Others
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ABSTRACT

The aims of this sexual learning curriculum are to increase parents' emotional and intellectual understanding of human sexuality and to improve their ability to talk about sexuality with their children. Specifically, the curriculum attempts to increase parents' awareness that (1) sexuality includes lifestyle choices, body image, gender role, family structure, and interpersonal relationships in addition to reproductive and erotic behaviors and (2) that sexual learning occurs verbally and nonverbally and is transmitted either directly or indirectly by the family, the school, the media, the workplace, the church, and public policies. Intended for community educators working with parents of young children between 3 to 11 years of age, the curriculum is designed to facilitate group participation and includes learning exercises that enable parents to integrate their experiences with the concepts presented. Appended materials include a workshop evaluation form and a sexual learning inventory for use as a pre- and post-measure of parents' attitudes and beliefs. (RH)

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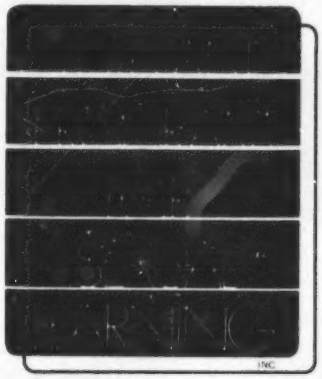

A Sexual Learning Curriculum For Parents Of Young Children

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A SEXUAL LEARNING CURRICULUM

FOR

PARENTS OF YOUNG CHILDREN

Prepared by
Kathryn F. Green, M.S.W.
Jacqueline M. Hrnyak
Susan A. Dean, Ed.D.
The Cleveland Program for Sexual Learning, Inc.
Funded by The Cleveland Foundation
and The George Gund Foundation

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INTRODUCTION

The Cleveland Program for Sexual Learning, Inc. is a private non-profit organization committed to developing model programs which address the broad spectrum of human sexuality. The Program is an outcome of explorations in the field of sexuality undertaken originally by the President's Commission on Population Growth and the American Future and its successor, the Citizens Committee on Population. In 1974, the late John D. Rockefeller 3rd and Population Education, Inc., a research and public policy organization located at the Graduate School of Education, Harvard University, began the Project on Human Sexual Development to respond to the issues raised by this Commission. As a part of the Project on Human Sexual Development, the Cleveland Program, during 1975-78, conducted a major study of the role of parents in the sexual learning of their children. During this time a companion study of service providing organizations' attitudes and programmatic involvement in human sexuality was also completed. On July 1, 1978, the Cleveland Program for Sexual Learning became a locally incorporated independent organization in order to better address the implications of this research from the perspective of the local community.

The Cleveland Program based the need for its Parent Education Program on the data collected during the study of the role of parents in the

sexual learning of their children. In the study, 93% of the parents who were interviewed believed that some form of community assistance would be helpful in educating their children about sexuality. Of these parents, 51% reported that a structured educational program would be the most helpful kind of assistance the community could provide.

This Parent Education Curriculum is the only one of its kind which has been: (1) designed on the basis of extensive research which has delineated clear deficiencies in the content and context of sexual learning in families; (2) tested on a large community-wide sample; (3) evaluated and adjusted to meet the specific needs of parents of children age birth to eleven; and (4) designed to be of maximum value to community educators who are trying to assist parents in becoming better sexuality educators of their children.

The intent of this sexual learning curriculum is to increase parents' awareness that (1) sexuality includes lifestyle choices, body image, gender role, family structure, and interpersonal relationships in addition to reproductive and erotic behaviors; and (2) sexual learning occurs verbally and nonverbally and is transmitted either directly or indirectly by the family, the school, the media, the workplace, the church and through public policies.

In this society, learning about sexuality is a complex socialization

process. Discussions about sexuality among parents and children are often hindered by misconceptions and feelings of shame and embarrassment. Parents who are reluctant to talk with their children about sexuality may not realize that children acquire sexual knowledge from observing the sexual world of adults; from observing their own physical growth and that of peers and siblings; and from listening to teachers, religious educators and older children. As children acquire sexual vocabulary and knowledge, they are developing mythologies and theories to explain what they observe.

Because parents themselves have been exposed to equally confusing messages, they often respond to children's sexual curiosity and exploring with avoidance or negative responses. Traditionally, books on parenting have not been a source of assistance. Their treatment of sexual matters is brief and cautious.

This sexual learning curriculum is offered to fill the gaps in parents' emotional and intellectual understanding of human sexuality in order to open communications with children. It has been the desire of the Cleveland Program for Sexual Learning to respond to the needs expressed by the fourteen hundred parents interviewed in Cleveland during 1977-1978. These parents wanted to communicate with their children about sexuality but were embarrassed and uncomfortable; they weren't sure what they believed or feared and were confused by their own upbringing. They wanted help from

community organizations with the emotional and value-laden topics of sexuality--namely intercourse, contraception, masturbation, rape and homosexuality.

The Program's educational focus has been on reaching parents of young children (ages 3-11) in the belief that creating a climate for open discussion begins early. The intent of this curriculum is to assist parents in developing:

- an expanded perspective of sexuality
- increased comfort in communicating with their children about sexuality
- an awareness of socialized learning processes
- an awareness of sex role stereotyping
- an expanded knowledge of resources available for sexuality education
- an understanding of the importance of initiating discussions with children about sexuality
- an awareness of the role their values and beliefs play in communicating about sexuality
- an understanding of the importance of communicating messages which are congruent, i.e., facial expression, voice tone and feeling match the intent of the words.

The curriculum was designed to facilitate group participation. During the process of group sharing, members can articulate their own beliefs and feelings, learn from other people's experiences, gain new ideas, recognize commonalities and uniquenesses, gain support and formulate constructive ways of teaching children. As the group members participate

in the exercises of the curriculum, they will have an opportunity to integrate their experiences with the concepts presented. For example, during the Parents' Sexual Learning Exercise, as the parents recollect their own experiences, they will recognize the effect of sexual messages from the family, the media and educators on their own social development.

The curriculum was designed to permit flexibility. The exercises can be used in the order given, with one building on the next, or the exercises can be used individually. If the educator has the opportunity to present the entire curriculum, it is suggested that it be presented in at least two separate sessions with the Media Messages Exercise used as a bridge from one session to the next.

Supporting curriculum materials appear in the Appendices. Materials include a workshop evaluation and the Sexual Learning Inventory, a pre- and post-measure of parents' attitudes and beliefs.

The content of this curriculum is representative of the current thinking and materials in sexuality education but is by no means static. Educators are encouraged to update the curriculum as new materials become available and to use their own creativity and imagination in conducting parent education programs.

INTRODUCATION BY GROUP MEMBERS/
REACTION TO CHILDREN'S SEXUAL CURIOSITY

Children are curious, active explorers. During the early months of life, infants develop basic perceptions of the world around them as a result of their experiences with people and their environment. The way in which babies are fed, changed, bathed and played with lead them to form basic attitudes about body functions and body parts. Babies may poke, pull at and examine all parts of the human body and frequently explore their own genitals. Development of their body image reflects parental attitudes and behaviors regarding this exploration.

By age 1 1/2 children have begun to develop a sense of selfhood and a desire to "stand on their own two feet". By the age of two they begin to try out a multitude of roles in an attempt to work out what they perceive as appropriate for themselves as males and females. Toddlers are intrigued by the daily grooming and body care activities of adults. Two year olds may be discovered attempting to shave or to use tampons and many girls attempt to urinate while standing up. Between the ages of 2 1/2 and 5, a common activity is playing doctor. Children take off their clothes, examine each other's bodies and take each other's temperatures with sticks or pencils. Nudity and curiosity about other people's bodies is common and natural.

Imitation of adult behavior is a major aspect of learning. Children will repeat words they hear used by others and parents may hear their

children say "screw", "shit", or "penis". Children who observe or hear adults having sexual intercourse may imitate what they thought they saw or heard in their play. Children will copy the behavior of adults who are kissing, hugging, holding hands or otherwise expressing affection as well as imitate adults who are being disrespectful, rough or hurtful to others. The manner in which parents react to and talk about these situations influences their children's sexual learning. An understanding of the expectable curiosity of children can calm parents so they are prepared to talk to their children in a way that won't leave the child confused or ashamed.

EXERCISE

Purpose: To prepare parents to talk about their experiences, feelings and thoughts;

To create an atmosphere of group participation and comfort;

To introduce material on children's curiosity about sexuality.

Divide group members into pairs. Have them interview one another in preparation for introducing each other to the group.

Interview questions:

Name of interviewee, ages of children;

Have you had the experience of a pre-school child asking you about a sexual matter? (for example: where babies come from, what's that--, pointing to a sexual part, or why is that lady's tummy so big);

What was your reaction? Were you startled, embarrassed, flustered, unsure of how to respond, or maybe wishing the child had chosen a more private moment to ask?

Have members present each other and briefly describe anecdotes about their experiences in responding to a child's curiosity about sexuality. Discuss with parents the developmental stages of children's natural curiosity about sexuality.

PERSPECTIVES ON HUMAN SEXUALITY

A narrow view of sexuality can create a preoccupation with performance and inadequacy, equate sexuality with reproduction, and treat interest in sexuality as being limited to adults. An expanded perception of sexuality increases options and adults become more aware of their part in sexual decision making; sexuality is no longer equated with performance but rather with closeness, love and playfulness. Talking with children about both the biological and the feeling aspects of sexuality becomes comfortable and easy.

EXERCISE

Purpose: To elicit parents' current perspectives about sexuality;

To expand participants' perspectives on human sexuality.

Have members volunteer whatever comes to mind when they think of human sexuality. Record their ideas on the chalkboard or newsprint and look for trends or patterns. Add aspects which parents' have not yet mentioned to stimulate further discussion.

Are the ideas primarily concerned with discpline, control, exploitation and victimization or is there a trend toward equating sexuality with self-esteem, relationships, pride, healthy bodies, loving, and hugging? Is the emphasis on the woman's role in reproduction? Have the parents thought about the environment in which sexual learning occurs? Have they thought about children as sexual beings and about family upbringing as part of sexuality? Have they mentioned how sexuality involves beliefs about masculinity and feminity and how people feel about themselves?

PARENTS' SEXUAL LEARNING EXPERIENCES

Now that participants have explored broad aspects of human sexuality, and sexual learning, the following exercise will focus on their own experiences.

EXERCISE

Purpose: To increase parents' awareness of how they learned about themselves sexually;

To encourage empathy and understanding of their children's process of sexual learning.

Procedure: This exercise can be presented in a group discussion format with members responding to each question or as a guided imagery exercise in which the educator slowly reads the list of statements and invites participants to share their reactions.

- Remember how you felt when you first noticed physical changes in your body. Do you recall reactions or comments from family members at the time?

- Remember how affection was demonstrated in your family. What was it like for you to be touched by family members?

- Remember, if you are a woman, your first experience with menstruation or, if you are a man, your first experience with nocturnal emissions. Had anyone prepared you for this occurrence? How did you react? What feelings were attached? How did family members respond?

- Remember from whom or in what manner you learned about your own reproductive anatomy, about sexual intercourse, about birth control options. What age were you when these learnings occurred? Was the timing appropriate? Were there any sexual events or outcomes which may have differed based on a change in your sexual learning?

- Remember your social experiences in junior and senior high school. What feelings about yourself and your body image did you experience in relation to same sex friends and in relation to opposite sex friends? Consider possible sources of influence on those feelings. Were your feelings affected by the media (television, magazines, films), by friends, by teachers, by church members, by parents?

- Think now about your own children. How would you like their sexual learning to progress? Are there some experiences from your own learning which you would like to pass along? Are there some things you would like to do differently?

GUIDELINES FOR COMMUNICATING WITH CHILDREN ABOUT SEXUALITY

Parents' actions are as influential as their words in children's early sexual development. Family behaviors regarding nudity, bathing and toilet activities, privacy and demonstrations of affection are an integral part of children's learning. Although these practices vary widely among families, the most important aspects of raising children who are comfortable with their sexuality are adaptability and flexibility. The adaptive and flexible family allows room for children's development within the scope of the parents' own sensitivities, mores and cultural values. Children receive nonverbal messages from a parent's tone of voice, facial expression and feeling level when sexual matters are talked about. Consistency between verbal and nonverbal messages is important. As parents develop an awareness of their attitudes and feelings, they can more effectively screen out confusing messages.

EXERCISE

Procedure: The following broad guidelines can be handed out to parents as a framework for talking to their children. Emphasize that these guidelines are to be applied within the realm of the personal and cultural standards that are comfortable for each family.

GUIDELINES: Use these guidelines and vignettes to stimulate discussion about parents' attitudes, concerns, experiences and questions.

Pre-School: (Ages birth to 5 years)

- Create an open climate for physical expression, affection and curiosity.

- Accept children's nudity and curiosity about their bodies and the bodies of others.

- Create time to discuss sexuality. Use natural opportunities like bathtime for discussions.

- Teach names of sexual body parts. Teach that sexual body parts will grow and change over time and that each person is unique. Teach both reproductive aspects and bodily pleasure.

- Inform children that sometimes people get carried away and can use hugging and kissing to hurt them. Inform them that they need to tell someone if anyone--friend, family member, or stranger--touches to hurt.

- Know that children imitate behavior and repeat words they hear. React in ways that demonstrate recognition that during play children are attempting to gain mastery over themselves and their environment. Share feelings in a way that won't suggest that sex is dirty.

- Within the parameters of your own comfort, demonstrate physical affection with children and adults so that children will learn that touching is a natural and meaningful way to express affection.

- Most importantly, communication about sexuality is on-going. Children should know that their parents are receptive to their questions or worries. Parents might say, "Let's find out together about how babies are made" or "You know, I'm not sure of some of the things I said yesterday. Let's talk some more". Through statements like these, parents open the door to continuing communication with their children.

School-Age: (Ages 5 - 11)

- Inform girls and boys about menstruation and nocturnal emission prior to occurrence. Help them to be prepared and to understand that these events are markers in their growth. Talk to girls about boys' development and to boys about girls' development.

- Give children accurate information about intercourse, birth control and venereal disease because it is essential for assisting young people in developing guidelines for their behavior.

- Continue talking with youngsters about body parts, body functions and feelings.

VIGNETTE I

For Fathers:

Your five year old daughter has nestled into your lap and is more flirtatious and curious about your body than you are comfortable with. Yet you do not wish to make her feel ashamed or bad. What can you do or say to let her know that her actions are not appropriate?

VIGNETTE II

For Mothers:

You have a daughter who has just turned nine years old. Knowing that she may begin menstruating soon you want her to be prepared. What do you wish to say to her about menstruation, about her body and about what to expect? Do you wish to introduce the topic of contraception? What role do you want her father to play in this discussion?

MEDIA MESSAGES

The messages children learn from books and television continue to show boys as being active, brave, protective of women, powerful, independent, intelligent, creative and industrious while girls are depicted as weak, passive, watching, needing help and docile. Males are depicted three times more often than are females as the main characters in children's picture books. These books also contain illustrations that perpetuate and reinforce traditional sex role behavior and were categorized as follows:

ILLUSTRATIONS OF CHILDREN*

Percentage ratio of times children were shown:

	Female	Male
in active play	15%	85%
using initiative	0%	100%
displaying independence	33%	67%
solving problems	50%	50%
receiving recognition	15%	85%
being inventive	10%	90%
tearful or helpless	50%	50%
giving help	40%	60%
receiving help	30%	70%
in quiet play	48%	52%

*Growing Free: Ways to Help Children Overcome Sex Role Stereotypes. Association for Childhood Education International, Washington, D.C., 1976.

Television programming also continues to be one-sided in its depiction of male characters. Only 16% of all major dramatic characters in programs sampled in a 1982 study were women. Even Sesame Street includes many more male characters and portrays them as active while girls look on.

Seeking out subtle sex role messages in the media is a step toward making these hidden messages visible. Adults who participate in the selection of books and television programs for children can encourage both girls and boys to pursue their interests and realize their full potential. Studies indicate that children are more open to social learning when parents share in reading a book or watching a program with them. The following can be given as a homework assignment to:

1) assist parents in recognizing the subtlety of the role of the media in perpetuating sex-linked behaviors:

2) increase parents' understanding of how both they and their children learn about sexuality and sex-related behaviors.

MEDIA MESSAGES

Collect samples or observations of media messages that our society sends young people and all of us.

1. For one morning, afternoon or evening as you are watching television with your children, observe and note the following:

	How is the hero/ heroine portrayed?	What does it mean to be female/male?
Show #1		
Show #2		

2. What messages are the commercials giving to viewers?

	Why use this product?	What does it mean to be female/male?
Commercial #1		
Commercial #2		

3. Clip some pictures, ads, titles of articles, cartoons from newspapers and magazines that send sexual messages to the reader. Bring them to the next session.

4. Discuss parents' reactions.

LIFESTYLE AND SEXUAL LEARNING

Over the last decade, families have been exposed to vast changes in lifestyles. The expectation that adult life means settling into a job, a once-in-a-lifetime marriage, a mortgage, and children has been greatly altered.

Today in our society there are families with both parents working, single-parent families, divorced parents sharing custody, women as heads of households, communal living, open marriages, and cohabitation. Additionally there are also changes in work patterns, some by choice, some related to the shifting economy. Along with these changes come variations in interpersonal relations; patterns of intimacy are varied; and with whom and how people spend time is no longer rigidly defined.

Questions for Discussion

Do you view these alternatives as sometimes confusing although valuable for expanding freedom for growth and fulfillment?

What styles of parenting describe your life? Do you idealize institutions like marriage and family or do you let children know there are many life choices?

Is there a balance between activities you pursue as a parent, worker, lover or friend? Or are "good mothers" constantly with their children?

Do fathers best show their love by struggling to provide financially?

Who takes care of children's hurt feelings?

Who goes to the school to check on children's progress?

Do you find time away with your partner, or time for a date with a companion?

Who experiences "hanging out" time with children, time to just be with them and get to know them? Do fathers create these opportunities or do they help out by "babysitting"?

Can a man be tender, sensitive, warm and attentive to feelings?

Can children be proud of both their mother's and father's accomplishments?

Can parents interact from many of their roles with children or is it always necessary to be mother/child, father/child, or united-parental-front/child? Can children interact with parents from a variety of roles? For example, can a little boy pat a parent on the back and give comfort at the end of a workday?

In single parent families, how are parents' boyfriends and girlfriends introduced? How is parental dating talked about?

Are children's activities divided by gender or do both girls and boys participate in games, parties, and outings.

Are children hugged and kissed regardless of sex?

Are girls encouraged to make themselves attractive in order to appeal to boys?

Are boys encouraged to be strong and tough and not show emotions?

Are boys discouraged from an interest in the arts because only "gays" do that?

Are questions from children about different habits and lifestyles met with an attitude of openness and acceptance or do parents disapprove of varied lifestyles?

SEX ROLE DEVELOPMENT

For many years behavioral scientists held the view that biology determined sex-linked behavior. Further explorations on the differential responses of parents and teachers to boys and girls, beginning at the

infant's first breath, increased speculation that childrearing and teaching practices may shape sex-linked behavior. Researchers noted that girls receive a higher degree of physical affection while boys are allowed freer rein to explore the world around them. Girls are rewarded for being passive and are verbally admonished while boys are rewarded for their dexterity and physical actions and are more frequently physically admonished. Children learn at an early age what society suggests as their appropriate behavior and that some behaviors are more highly valued than others.

The values placed on traditionally labelled male traits in our society give men higher visibility and status. Our culture has taught us not only that there are differences between men and women but to evaluate those differences in favor of the traits routinely assigned to men.

These traits are commonly assigned in this fashion.

Female Role	Male Role
child care	breadwinner
submissive	dominant
dependent	autonomous
duty to obey	duty to earn
passive	active
behind the scenes influence	responsible for standards
mediator	executive
affectionate	punitive
nurturant	worldly
expressive	instrumental
gains status from family	gains status from job
togetherness	separateness
sexual charm	economic status
attractive	adventurous
vulnerable	powerful

If the goal of human development is to perform well, to be capable of independence and interdependence, and to feel good about oneself; the restrictions inherent in this division are detrimental to both men and women. Parents have the opportunity in their childrearing practices to begin the process of altering this imbalance.

Traditionally, parents have been taught that healthy child development was achieved when children displayed the behavior appropriate to sex-linked traits. Yet research has shown that people who are not limited by role restrictions have more resources for growth and adaptation to life's crises. Thus, if children incorporate the ability to display both masculine and feminine behaviors, they will have a head start on adjusting to life-stage changes.

Some parents may want to think about the following model of sex role development to help their children grow up free of restrictive sex roles.*

1. AMORPHOUS: children have unorganized sex role concepts, including confusion over their own gender;

2. CONFORMIST: children learn the rules of sex role differentiation and are motivated to make others and themselves conform to them;

3. TRANSCENDENT: children transform these sex role norms and boundaries and develop in accordance with their needs and temperaments.

A child who moves through these phases displays the following behavior:

- a preschool boy takes care of his doll;

*From Joseph Pleck's "Masculinity-Femininity: Current and Alternative Paradigms", Sex Roles, 1975, 1, 2, 161-178.

- the six year old boy abandons his doll because "I'm a boy and I'm not supposed to like dolls";

- the teenage boy works in a child care center.

For parents who are conscientiously attempting to limit sex role stereotypes in their childrearing, the recognition that youngsters can move from the conformist stage to a more highly differentiated stage can assist them in responding to their children's actions. Children learn from example and from the way situations are handled. Encourage youngsters to invite a friend over, rather than a boyfriend or girlfriend, thus creating opportunities for children to interact with youngsters of the opposite sex.

EXERCISE

Purpose: To increase participants' awareness of female and male sterotypes

To increase participants' awareness of values placed on certain personality traits.

Place on chalkboard or newsprint the following grid:

	Female	Male
Advantages:		
Disadvantages:		

Record responses on the grid. Of the two, does one category more closely represent your ideal? Do there seem to be agreed upon distinctions between men and women? Are these real or learned distinctions?

Now that you've explored your experience with sex role differences, in the following situations what might you say or do that could assist young children to prepare for the transcendent stage of sex role development?

1. Little girls in a pre-school group at your house are told by the other children (both girls and boys) to "put your dress down, that's not lady-like".

2. When your son expresses a desire to take tap-dance lessons, his buddies tell him he is a sissy and they won't play with him.

3. A group of boys on the playground tell the girls they can't play on the jungle gym because "boys are best, girls are gross."

4. What other situations come to mind in which you've noted this aversion between the sexes? What might you do with your children to diffuse this distinction?

For parents who wish more advice and further theoretical explanation, the book Growing Up Free by Letty Cottin Pogrebin is strongly recommended.

COMMUNICATING WITH CHILDREN ABOUT INTERCOURSE, CONTRACEPTION, RAPE, AND HOMOSEXUALITY

These topics have been identified by parents as difficult to discuss because of their own feelings of fear and confusion. Scientific and social science research has shed new light on these issues. Some of that information is summarized here.

1. Providing contraceptive information and information about intercourse to boys and girls does not increase adolescent sexual activity. John Hopkins University investigators found that sex education courses did not result in increased sexual activity among unmarried young men and women and that young people who were informed on birth control methods were more

likely to use birth control on first intercourse and to use it consistently thereafter. Young women who had a sex education course experienced fewer pregnancies than those who had not. Talking to both boys and girls about contraception can be an opportunity to discuss sexual motives, the intentions behind sexual activity and the importance of sharing the responsibility for birth control and pregnancy.

2. Sexual assault is an important topic to introduce to children. According to the FBI, one in four children will be sexually assaulted before they reach age eighteen; in some cities these figures are even higher--50% of all rapes reported in New York City involved victims who were between thirteen and eighteen years of age. One study showed that sex education can pay off. Four children who were sexually assaulted felt comfortable talking to their teachers and the assaillant was apprehended. Teaching children not to be victims of inappropriate sexual activity can be effective.

3. Homosexuality is a predisposition and a social preference. Restrictions on children's activities and behaviors based on ungrounded fears of creating homosexuality are probably ineffective. Research has found that a proclivity towards homosexual relations is not based upon parental behaviors since many homosexuals report feeling different at very early ages and are products of varying parenting styles. Regardless of

sexual preference, children can develop abilities to be open with and close to others, to take pride in their bodies and care for themselves, and to perform activities competently. These behaviors are nurtured in homes where family members are comfortable showing affection and where children are encouraged to develop acccording to their needs and temperaments.

BOOKS FOR CHILDREN AND PARENTS

Before You Were A Baby Paul Showers and Kay Sperry Showers. Thomas Y. Crowell, N.Y., N.Y., 1968.
Describes reproduction and provides proper names. Illustrates the growth of the baby inside the womb. A useful book if you wish to present the facts of reproduction with feelings and values.

The Family Book About Sexuality Mary Calderone, M.D. and Eric Johnson. Harper & Row, N.Y., N.Y., 1981.
Written by two highly regarded sexuality educators, this book is designed for all family members from age ten up who want to find out more about the sexual parts of their lives. Included are facts from research about sex and sexuality as well as new attitudes that scientific and religious leaders are developing. The writers emphasize the family as the best setting for developing one's sexuality.

How Babies Are Made Andrew C. Andry and Steven Schepp. Illustrations by Blake Hampton. Time-Life Books, N.Y., N.Y., 1968.
Answers the questions young children have about how babies grow and how babies are born, beginning with plants and animals and culminating with human beings. Recommended for its unique paper sculpture illustrations and simple complete text. Can be used over and over with children depending on what information the child needs at the moment.

Period JoAnn Gardner-Loulan, Bonnie Lopez and Marcia Quackenbush. Volcano Press, San Francisco, CA., (revised edition), 1981.
A sensitive, supportive book on what to expect from adolescent changes in bodies and emotions, how to prepare for menstruation, and what's a pelvic exam. A nice mixture of fact and feelings with charming drawings of young girls. Highly recommended for folks of all ages. A fine book for parents to share with pre-adolescents.

The Playbook for Kids About Sex Joani Blank, pictures by Marcia Quackenbush. Down There Press, Burlingame, CA., 1980.
A book in which children are encouraged to write and draw about themselves. As the author says, there are many books about making babies but not many about the other parts of sex. This one is for children to explore how they feel about body image, nudity, what is sexy, privacy, intercourse, intimacy, partners and relationships.

What is a Girl? What is a Boy? Stephanie Waxman. Peace Press, Culver City, CA., 1976.
Photos of boys and girls which show that activities and appearances we think of as sex related may not necessarily be. The book is a visual message for young children.

Where Did I Come From Peter Mayle. Lyle Stuart Press, Secaucus, New Jersey, 1973.
The facts of life presented with a lighthearted touch. The illustrations are cartoon-like and convey the message that sexuality, people's bodies, and lovemaking are enjoyable. A book from which children can learn what they are ready to learn at different stages.

BOOKS FOR PARENTS

Growing Up Free: Raising Your Child in the '80's Letty Cottin Pogrebin. Bantam Books, N.Y., N.Y., 1980.
A lively, frank book about non-sexist childrearing. The author spent two years researching and writing this book in which her aim was to inform parents through anecdote, theory and practical advice on ways to eliminate sex-role stereotyping in families.

Sex Without Shame: Encouraging the Child's Healthy Sexual Development Alayne Yates, Morrow and Co., N.Y., N.Y., 1978.
Dr. Yates, mother of thirteen children (seven of her own and six stepchildren) writes from her practice and personal experience. She writes forthrightly and presents case material for illustration.

What to Tell Your Children About Sex Child Study Association of America. Meredith Press, N.Y., N.Y., 1968.
A classic, thorough book, although in some areas it is important that you recognize outdated information. This book is organized by the range of questions children ask at various age levels. The answers given are relevant to the child's stage of develop-development.

CONTRACEPTION INFORMATION

Conception, Birth and Contraception: A Visual Perception John Sciarra, Illustrations by Robert S. Demarest. McGraw Hill, N.Y., N.Y., 1969.
A text which uses life-size illustrations of reproductive anatomy and physiology. Provides accurate, scientific information on conception, birth and contraception. Likely to be more useful to parents who are seeking accurate information rather than for young children.

Sex and Birth Control: A Guide for the Young E. James Lieberman and Ellen Peck. Harper & Row, N.Y., N.Y. (revised edition), 1981.
A book for teenagers, their parents and teachers which addresses practical questions as well as values and emotions. The authors have presented varying points of view so that the reader can make choices. Very readable discussion of all aspects of birth control with commentary by young people interspersed.

REFERENCES FOR CURRICULUM DEVELOPMENT

Beyond the Birds and the Bees Sponsored by the Capital District Council on Human Sexuality in cooperation with the Study Circle Project and SUNY Press. Albany, New York.

Childhood Sexual Learning: The Unwritten Curriculum Edited by Roberts, E. J. Ballinger Publishing Co., Cambridge, Mass., 1980.

Children's Sexual Thinking Goldman, R. & J. Routledge & Kegan Paul, Boston, Mass., 1982.

Family Life and Sexual Learning Roberts, E. J., Kline, D., and Gagnon, J. Population Education Inc., Cambridge, Mass., 1978.

Growing Free: Ways to Help Children Overcome Sex Role Stereotypes Association for Childhood Education International, Washington, D.C., 1976.

Growing Up Free: Raising Your Child in the '80's Pogrebin, L. C. Bantam Books of McGraw Hill Publishers, New York, N.Y., 1980.

Harmonizing Sexual Conventions: Service Providers and Sexual Learning Simpson, J., Aptekar-Litton, L., and Roberts, E. Cleveland Program for Sexual Learning, Inc., Cleveland, Ohio, 1978.

APPENDICES

Sexual Learning Inventory

Workshop Evaluation

SEXUAL LEARNING INVENTORY
FOR PARENTS OF YOUNG CHILDREN

My children learn about sexuality from school. ____YES ____NO

My children learn about sexuality from church. ____YES ____NO

My children learn about sexuality from their friends. ____YES ____NO

My children learn about sexuality from me. ____YES ____NO

My children learn about sexuality from my partner and me. (Leave blank if you have no partner.) ____YES ____NO

Human sexuality relates only to matters of reproduction. ____YES ____NO

Human sexuality is an integral part of who we are and how we behave. ____YES ____NO

Children of all ages will ask questions when they need information. ____YES ____NO

Our family shares views about sexuality as easily and as often as we do about such topics as the price of cars, politics, and where to go for an outing. ____YES ____NO

Telling a child that babies come from the pumpkin patch is as agreeable as letting them believe in Santa Claus. Children should be allowed to have their magical beliefs as long as possible. ____YES ____NO

I would like to talk with my children about the feelings I have as a sexual person. ____YES ____NO

I talk with my children about their changing feelings without sharing my own. ____YES ____NO

It is important that my children be informed about sexual molesters and other sexual offenders. ____YES ____NO

It is important that my children be informed about affection, touching, self-image and commitment in relationships. ____YES ____NO

It is dificult for me to think of my children as sexual. Sexuality pertains to grown-ups only. ____YES ____NO

Talking about the factual aspects of reproduction (pregnancy, family planning, contraceptive methods and sexually transmitted diseases) would give my children the impression that they can be sexually active earlier than I think is best for them. ____YES ____NO

The boys in our family are encouraged to be good at whatever they do. ____YES ____NO

The girls in our family are encouraged to be good at whatever they do. ____YES ____NO

The wide variety of living arrangements to which children are exposed is not a good example for them. ____YES ____NO

Children need a traditional family. ____YES ____NO

The choices I make about getting married, getting divorced, remaining single and balancing work and family responsibilities, affect my children's understanding about what is o.k. in relationships. ____YES ____NO

How people live and relate to one another on television and in films has little effect on how my children view life in our society. ____YES ____NO

The media, such as advertising and popular radio songs, influence my children's understanding about themselves as boys and girls. ____YES ____NO

My influence on my children's views of sexuality is very little in comparison to the influence of the media, their friends, other adults, school and church. ____YES ____NO

I can have an effect on how my children understand sexuality. ____YES ____NO

BACKGROUND INFORMATION

Please circle appropriate category:

Married	Male	Black
Not Married	Female	White
		Hispanic
		Asian

Many Cleveland residents have recent ancestry from other parts of the world. If you feel there is a national origin which best describes you, please list it here (for example: Slavic, Italian, Puerto Rican, Russian, Indonesian, East African)_____

_____

Number of children: _____

Ages of children: _____

I am employed outside of the home: _____YES _____NO

My partner is employed outside of the home: _____YES _____NO

-THANK YOU-

WORKSHOP EVALUATION

1. The main things I learned were _____

2. My thinking changed most with regard to _____

3. I feel I need to know more about _____

4. The single most helpful part of the workshop was _____

5. The least useful part for me was _____

6. I was surprised to learn that _____

7. I was relieved to learn that _____

8. As a direct result of my participation in this workshop, I plan to ___

9. In planning future workshops, I suggest that you _____

10. I would just like to add in closing _____